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Fall 2011

# NCTEAR Newsletter

RESEARCH IN THE ENGLISH/ LANGUAGE ARTS AND RELATED FIELDS

## Overview of Monday's NCTEAR workshop at NCTE convention

### The Barrel of Monkeys Model: Literacy and the arts in Chicago Public Schools

Erica Halverson

Barrel of Monkeys (BOM) is an ensemble of actor/educators who create an alternative learning environment in which children share their personal voices and celebrate the power of their imaginations. BOM accomplishes this through creative writing workshops and in-school performances of children's stories. BOM also engages the broader community in support of the visions of children through public performances of their work. In this workshop, BOM co-founder Dr. Erica Halverson and program director Elizabeth Levy will engage participants in the BOM experience by sharing BOM's history, taking participants

### Upcoming NCTE Workshop

**When:** Monday, November 21, 2011

**Where:** NCTE

**Sponsored by:** The Assembly for Research and CEE Colloquium

**About:** This Monday workshop is scheduled to be held at the Hull-House Museum and features three sessions. Presenters include Erica Halverson and Elizabeth Levy from Barrel of Monkeys, and David Schaafsma and Todd DeStigter from the University of Illinois-Chicago.

Participants will be invited to attend a Barrel of Monkeys performance at 7:30pm of "That's Weird, Grandma," a revue of popular student-authored stories.

*The Chicago skyline*



through a BOM workshop, and discussing the relationship between program design, classroom needs, and research. Finally, participants will be invited to attend BOM's weekly performance at 7:30pm of "That's Weird, Grandma," a revue of our most popular student-authored stories.



## **ELL Literacy Instruction as Marxist Critique**

**Todd DeStigter**

In September, 2010, the Mexico-US Solidarity Network, an immigrants advocacy agency located in Chicago's Albany Park neighborhood, responded to community requests by establishing a high school for adult English language learners. All English instructors for this school are volunteers from the University of Illinois at Chicago's English Education Program. In this part of the workshop, Todd DeStigter will be joined by instructors and stu-

dents from the high school to describe how they collaborated to design and implement an English curriculum that honors students' experiences as parents and workers and that teaches literacy skills in the context of Marxist analyses

of the students' positions within the current political economy. In addition to sharing specific lessons and units, presenters will describe how the school's priorities and practices are shaped by the community it serves and by the Solidarity Network's long-standing relationships with activist organizations in Mexico. The presentation will be in both English and Spanish, with translation provided.

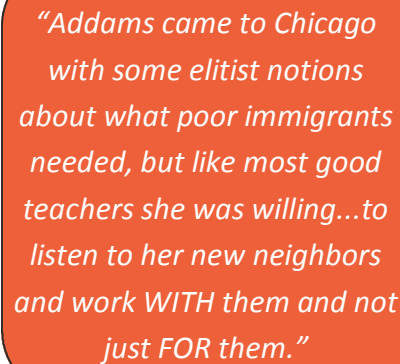


## **Jane Addams and the Call to Educational Democracy**

**David Schaafsma**

Jane Addams was not a teacher, but I would argue that in her work at the Hull House on Chicago's west side as part of the Settlement house movement, she was indeed enacting useful educational principles, ones all English teachers

and English educators can use in their practice. Addams came to Chicago with some elitist notions about what poor immigrants needed, but like most good teachers she was willing to set those presumptuous ideas aside to listen to her new neighbors and work WITH them and not just FOR them. Schaafsma, who is editing the forthcoming book, *Jane Addams and The Call to Education*, will be joined in his presentation by area educators (and co-authors) who have stories to share about how they are with their students enacting Addams's principles in their own Chicago area classrooms.



*"Addams came to Chicago with some elitist notions about what poor immigrants needed, but like most good teachers she was willing...to listen to her new neighbors and work WITH them and not just FOR them."*

# Mark Your Calendars for NCTEAR's 2012 Mid-Winter Conference: The Peril and Promise of Place: From Challenge to Possibilities

February 24<sup>th</sup>-26<sup>th</sup>, 2012 at the University of Alabama, Tuscaloosa, AL  
Co-chairs: Lisa Scherff and Carol Donovan

Building on the 2011 theme of time places also hold innumerable possibilities for action, growth, and change in literacy research and practice(s). The 2012 conference theme change in literacy research and practice(s) of place. Whether the Black Belt in Alabama, the pueblos of the Southwest, rural Appalachia, or logical issues related to "place" in urban contexts, each of us lives, literacy research. We welcome proposals representing a range of perspectives (e.g., multicultural, post-

## Scholar Lunch at NCTEAR conference:

If you are a K-12 teacher or graduate student, we would like to invite you to participate in the Scholar Lunch. It will take place on Saturday, February 25, from 11:45 am to 1:15 pm

modern, feminist, critical race, and queer theories) and methodologies

## Pre-conference Sessions at NCTEAR 2012

### **Workshop #1: Telling Stories, Telling Ourselves; A Narrative Inquiry Research Workshop (Ruth Vinz and David Schaafsma)**

Ruth Vinz and David Schaafsma, authors of the recently published *On Narrative Inquiry* (Teachers College Press, 2011), one of the NCRL series on Approaches to Language and Literacy Research, will lead a workshop on narrative inquiry for those who might be interested in exploring this approach. The authors will share a classroom story, discuss principles for narrative research they see as useful guides to practice, and give the opportunity for workshop participants to draft their own stories, with time for discussion about this writing.

### **Workshop #2: Mixed Research in Literacy (Marla Mallette and Tony Onwuegbuzie)**

Mixed research offers an important approach for generating important research questions and providing warranted answers to those questions (Johnson, Onwuegbuzie, & Turner, 2007, p. 129). Although mixed research has a rich history in educational research (see e.g., Tashakkori & Teddlie, 2003), as a formal design in literacy research, mixed research is still in an early stage (Calfee & Sperling, 2010; Onwuegbuzie & Mallette, 2011). Thus, the purpose of this workshop is to enhance the understanding of mixed research through an interactive presentation of Collins, Onwuegbuzie, and Sutton's (2006) framework for designing and conducting mixed research.

(action research, critical discourse analysis, case study, ethnography, narrative, etc.). We invite proposals that focus on empirical as well as conceptual/theoretical work.

*Please visit the NCTEAR website in the coming months for updates concerning the 2012 NCTEAR conference: <http://www.nctear.org>*

## Call for Book Chapters

Lisa Scherff and Carol Donovan are planning an edited book proposal based on papers and research presented at the conference. Like the conference, the book will focus on The Peril and Promise of Place in Literacy Research. In addition to inviting chapter submissions from our keynote and pre-conference speakers, we would like to invite all conference participants to submit chapter proposals. Proposals will be reviewed and accepted based on not only the quality of

## \$1000 Diversity Scholarship to Attend NCTEAR 2012 Conference

Improving educational research and practice for children from racially/ethnically, linguistically, and culturally diverse communities is a major challenge for equity-minded approaches to contemporary education. We recognize that various dimensions of diversity can impact children's educational experiences and that research can play a significant role in creating educational spaces that allow all children to thrive. Thus, the goal of the NCTEAR Diversity Scholarship is to continue to support scholars who bring a diverse range of voices to the NCTEAR conference and contribute theoretical and empirical knowledge to our understanding of issues related to diversity and difference in terms of culture, language, ability/disability, sexual orientation, gender expression, and/or religion.

**Award:** \$1000 travel stipend

**Criteria:** Be a member of a diverse community in terms of culture, language, ability/disability, sexual orientation, gender expression, and/or religion. Be a graduate student or untenured professor in literacy education or a related field. Propose a paper that promises to contribute to understandings about diversity and literacy education. Be willing to present a paper at the 2012 Research Assembly Conference focused on an issue related to diversity and equity. Provide next year's conference planning committee with input and suggestions for highlighting the work of diversity scholars. Be willing to participate in the selection of future NCTEAR Diversity Scholars.

**Application Instructions:** In no more than 500 words, the proposal must address the following areas: Explains how the scholar has been historically underserved or oppressed by structural inequities; Addresses the scholar's role at the university level; Describes how the scholar's research contributes to understandings about diversity and literacy education; Addresses willingness to work with the NCTEAR planning committee and to participate in the future selection of Diversity Scholars. Each proposal will be evaluated on clarity, thoroughness, and the degree to which it contributes or extends current boundaries of literacy practices related to serving traditionally underrepresented communities. Two NCTEAR Diversity Scholarships will be offered each year. We welcome applications from members of diverse communities in relation to culture, language, ability/disability, sexual orientation, gender expression, and religion.

*Winners will be selected by a NCTEAR sub-committee and announced in early January. All applications for the 2012 Fellowships are due by November 30, 2011. Please send these to Catherine Compton-Lilly at [comptonlilly@wisc.edu](mailto:comptonlilly@wisc.edu)*

the research, but also the needs and direction of the emerging volume.

We invite submissions that focus on the ways that "place" informs and influences literacy teaching and learning. In particular, we invite chapters that consider:

- Theoretical issues related to place in literacy research,
- Methodological issues involved in researching place and literacy education,
- How place impacts children's school experiences (both in/out of school experiences),
- Affordances and challenges of place, and
- Practical implications of place for teaching and learning.

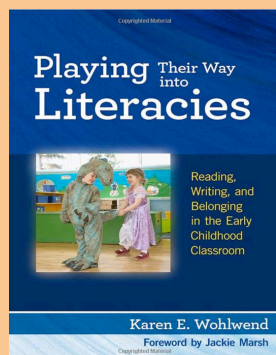
Each two-page proposal should include a working title, overview of the chapter, description of the methodology used and data to be presented (if the chapter reports on an empirical study) and findings and/or conclusions.

If a complete paper is available, this should be submitted in place of the two-page proposal. Please submit two-page proposals and draft chapters to Lisa Scherff at [escherff@fsu.edu](mailto:escherff@fsu.edu) by March 15, 2012

## Recent Publications by NCTEAR Members:



**Johnny Saldaña**, Professor of Theatre at Arizona State University, has had two books published in 2011: *Fundamentals of Qualitative Research* (Oxford University Press), and *Ethnotheatre: Research from Page to Stage* (Left Coast Press). Professor Saldaña also presented a keynote address entitled, Thank You, Mrs. Whitehouse: The Memory Work of One Student About His English Teacher, Forty Years Later, for the National Council of Teachers of English Assembly of Research conference in Madison, WI, February 2011.



**Karen Wohlwend**, Assistant Professor of Literacy, Culture, and Language Education at Indiana University, reports that her book, *Playing their way into literacies: Reading, writing, and belonging in the early childhood classroom*, has been recently (2011) published by Teachers College Press. Wohlwend's book reconceptualizes play as an embodied literacy.

**Deborah M. Alvarez**, Associate Professor at the University of Delaware, has two recent publications to report:

-Alvarez, D.M. (2011). *Writing to Survive: How Teachers and Teens Negotiate the Effects of Violence, Abuse and Disaster*, Rowman and Littlefield. This book explores how teachers teach writing, and how the students affected by critical life events use writing in and out of the classroom. The book also proposes a writing curriculum for all adolescents that is more attentive to learning and writing needs of adolescents who have experienced violence, abuse and disaster, but is also attentive to the learning of adolescents who have not experienced the severity of critical life events.

-Alvarez, D.M. (2010). I had to teach hard: Traumatic Conditions and Teachers in Post Katrina Classrooms. *The High School Journal*, 94 (1). 28-39.

**Cynthia Lewis**, Professor of Literacy Education at the University of Minnesota, has published an article in *Changing English: Studies in Culture and Education*:

-Lewis, C. & Dockter-Tierney. (2011). Mobilizing emotion in an urban English classroom. *Changing English: Studies in Culture and Education*.18:3, 319-329

**Victor Malo-Juvera**, doctoral candidate at Florida International University, reports two chapter sections that are included in the book *Literacy for All Students: An Instructional Framework for Closing the Gap*, Powell, R. & Rightmyer, E. (Eds.), New York: Routledge. The chapter sections are entitled: Vocabulary Instruction in Diverse Classrooms and Pop Culture.

*Victor also received a 2010 ALAN Research Grant for his dissertation entitled, The Effect of Literature on Adolescents' Rape Myth Acceptance.*

**Terri Rodriguez**, Associate Professor at Duquesne University, reports the publication of the following journal articles:

-Rodriguez, T.L. (2011). Stories of self, stories of practice: Enacting a vision of socially just pedagogy for Latino youth. *Teaching Education* 22(3), p. 239-254.

-Gomez, M.L. & Rodriguez, T.L. (2011). Imagining the knowledge, strengths and skills of a Latina prospective teacher. *Teacher Education Quarterly* 38(1), p. 127-146.

-Rodriguez, T.L. & Cho, H.-s. (2011). Eliciting critical literacy narratives of bi/multilingual teacher candidates across U.S. teacher education contexts. *Teaching and Teacher Education* 27(3), p. 496-504.

**Peter Smagorinsky**, Professor, University of Georgia, has recently published the following:

-Smagorinsky, P. (2011). *A Vygotskian framework for literacy research*. Boston: Sense.

-Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2011). *Teaching students to write argument*. Portsmouth, NH: Heinemann.

-Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M., & Dean, A. (2011). *Teaching students to write comparison/contrast essays*. Portsmouth, NH: Heinemann.


-Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2011). *Teaching students to write essays that define*. Portsmouth, NH: Heinemann.

-Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2011). *Teaching students to write fictional narratives*. Portsmouth, NH: Heinemann.

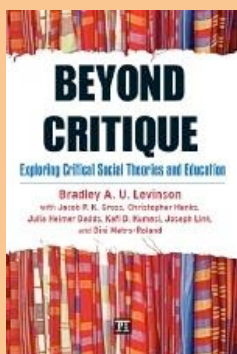
-Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M., & Anglin, J. (2011). *Teaching students to write personal narratives*. Portsmouth, NH: Heinemann.

-Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2011). *Teaching students to write research reports*. Portsmouth, NH: Heinemann.

Smagorinsky, P., Johannessen, L. R., Kahn, E., & McCann, T. (2010). *The dynamics of writing instruction: A structured process approach for middle and high school*. Portsmouth, NH: Heinemann



Kumasi's article was selected as a 2011 ALISE Best Conference Paper and will appear in the *Journal of Education for Library and Information Science*, Volume 52, no. 4, this October



**Kafi Kumasi**, Assistant Professor at Wayne State University School of Library and Information Science, announces the publication of a book chapter entitled *Critical Race Theory and Education: Mapping a Legacy of Activism and Scholarship*, which is featured in an edited volume by Bradley A. U. Levinson entitled *Beyond Critique: Exploring Social Theories and Education* published by Paradigm Press. Also, Dr. Kumasi and Syracuse University School of Information Studies Assistant Pro-

fessor Renee Franklin Hill coauthored the article *Are We There Yet? Results of a Gap Analysis to Measure LIS Students' Prior Knowledge and Actual Learning of Cultural Competence Concepts*.



**Heidi Hallman**, Assistant Professor of English Education at the University of Kansas, has two articles to report:

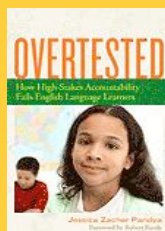
-Hallman, H.L. (2011). Shifting Genres: A dialogic approach to reflective practice in teacher education. *Reflective Practice: International and Multidisciplinary Perspectives*, 12(4). 533-545.

-Hallman, H.L. & Burdick, M.N. (2011). Service-Learning and the Preparation of English Teachers. *English Education*, 43(4), 341-368.

**Jessica Zacher Pandya**, Associate Professor at California State University-Long Beach, announces the publication of her book, *Overtested: How High-Stakes Accountability Fails English Language Learners*, with Teachers College Press.

**Jen Scott Curwoord** reports the recent (2011) publication of her article in the *Journal of Adolescent and Adult Literacy* entitled, "iPoetry: Creating Space for New Literacies in the English Curriculum." Jen recently completed her Ph.D. at the University of Wisconsin-Madison and is now a Lecturer of Secondary English and Media Studies at the University of Sydney, Australia. Her work focuses on adolescent literacy, technology, and professional development.

[Pandya s] *Overtested* not only describes the flaws in our current accountability system, but it also provides real-world solutions that can have an immediate and positive effect at the classroom, state, and national level. Chapters address key debates such as how to measure proficiency, the validity of various language assessment tools, the overuse of assessment, and the risks and benefits of teaching language arts to English language learners via mandated, structured curricula.



- Teachers College Press

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